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ABSTRACT

Increasingly, teachers and administrators are being appointed and elected to boards of trustees, a situation which creates more understanding between boards and college faculties and at the same time introduces patterns of potential board conflict. Good boardmanship is a combination of many factors, including knowledge of laws, regulations, educational practices, and trends, as well as sound judgement; both can be acquired through experience in education or in business and industry. It is generally agreed that boards should have a good balance of backgrounds and talents and not be dominated by any particular profession or viewpoint. The determining factors in successful boards are: (1) positive attitudes and expectations; (2) an understanding of the politics of education and the impact of board policy decisions on college goals; (3) unbiased relationships between the board and the college faculty; (4) a balanced board that includes well-chosen lay representatives; and (5) unprejudiced consideration of the recommendations of the college administration. Since boards are expected to serve as a check on the vested interest of internal groups, faculty and administrators should not serve on the board of the same college in which they hold a position. A survey of 14 community college boards of trustees and college presidents revealed a variety of attitudes on the benefits and problems associated with educators serving on boards. (The paper includes an enumeration of study findings.) (KL)

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Board of Trustees
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TEACHERS-FACULTY AS TRUSTEES: CONFRONTATION OR COOPERATION?

A SLOW BUT CONTINUING TREND IN THE UNITED STATES IS THE INCREASING NUMBER OF TEACHERS AND ADMINISTRATORS (BOTH CURRENTLY EMPLOYED AS WELL AS RETIRED) BEING APPOINTED AS WELL AS ELECTED TO BOARDS OF TRUSTEES. IS THIS A CONFLICT OF INTEREST? DOES THIS CREATE MORE UNDERSTANDING BETWEEN BOARDS OF TRUSTEES AND COLLEGE FACULTIES OR DOES IT INTRODUCE POTENTIAL BOARD CONFLICT?

COOPERATION OR CONFLICT?

THE QUESTION POSED BY THIS WORKSHOP ASSUMES THAT PROFESSIONAL EDUCATORS APPOINTED OR ELECTED TO BOARDS OF TRUSTEES WILL CAUSE OR CREATE PATTERNS OF COOPERATION OR PATTERNS OF CONFLICT BECAUSE THEY ARE EDUCATORS.

THE ASSUMPTION UNDERLYING THE POLARIZATION OF THE QUESTION INTO TWO MUTUALLY EXCLUSIVE PATTERNS OF CONDUCT NEEDS TO BE CAREFULLY EXAMINED. IT ATTEMPTS, ERRONEOUSLY, TO PRECLUDE THE POSSIBILITY OF A REALISTIC MIDDLE GROUND IN WHICH BOTH PATTERNS CO-EXIST.

IN A DYNAMIC SOCIETY WHETHER IT IS ON THE COLLEGE CAMPUS OR IN THE COMMUNITY--ADJUSTMENTS ARE BROUGHT ABOUT BY PATTERNS OF COOPERATION AND PATTERNS OF CONFLICT THROUGH RECIPROCAL RELATIONSHIPS BETWEEN INDIVIDUALS AND GROUPS.

AN EXAMPLE WILL ILLUSTRATE THE POINT. MANAGEMENT AND LABOR NEGOTIATING TEAMS AT THE COLLECTIVE BARGAINING TABLE, SEEMINGLY IN AN ADVERSARY POSITION FULL OF CONFLICT, MUST AGREE COOPERATIVELY ON THE TIME, PLACE AND AGENDA FOR MEETINGS IN ORDER TO PRODUCE A CONTRACT. PATTERNS OF COOPERATION CO-EXIST SIMULTANEOUSLY WITH PATTERNS OF CONFLICT IN THAT SITUATION.

THE STATEMENT OF THE QUESTION ALSO ASSUMES THAT THE PRESENCE OF PROFESSIONAL EDUCATORS ON THE BOARDS OF TRUSTEES CAUSE THESE PATTERNS. NOTHING COULD BE FURTHER FROM THE TRUTH. SUCH PATTERNS EXIST--NOT BECAUSE THERE ARE PROFESSIONAL EDUCATORS ON THE BOARD--BUT BECAUSE THAT IS THE REALITY OF ALL SUCCESSFUL BOARDS PLACED IN A POSITION OF POWER.

GOOD BOARDSMANSHIP IS A COMBINATION OF MANY FACTORS - SIGNIFICANT AMONG THESE IS A KNOWLEDGE OF LAWS, REGULATIONS, CURRENT EDUCATIONAL PRACTICES, AND FUTURE TRENDS RELATING TO THE OPERATION OF THE SCHOOL OR COLLEGE. CONCURRENT WITH THIS KNOWLEDGE IS THE NEED FOR SOUND JUDGMENT TO BE ABLE TO SYNTHESIZE THE KNOWLEDGE WITH THE POLITICAL REALITIES SO AS TO MAKE POLICY DECISIONS WHICH ARE NOT ONLY CORRECT, BUT ALSO ACCEPTABLE TO THE MAJORITY OF THE ELECTORATE.

IT DOES NOT MATTER WHETHER THE TRUSTEES GAIN THIS KNOWLEDGE AND SOUND JUDGMENT THROUGH EDUCATION OR EXPERIENCE IN BUSINESS OR INDUSTRY, BUT IT SEEMS MOST LIKELY THAT ACADEMIC EXPERIENCE WOULD PROVIDE THE GREATEST EXPOSURE TO THE LAWS, REGULATIONS, CURRENT PRACTICES, AND FUTURE TRENDS IN THE FIELD OF EDUCATION.

THE DIFFERENTIATION OF THE ROLES OF THE EDUCATOR AND THE TRUSTEE MAY BE UNUSUALLY DIFFICULT, BUT IT IS POSSIBLE TO ACHIEVE AND IT MUST OCCUR IN ORDER TO ATTAIN GOOD BOARDSMANSHIP.

THE MODERN VIEW IS THAT BOARDS OF TRUSTEES SHOULD HAVE A GOOD MIX OF BACKGROUNDS AND TALENTS AND SHOULD NOT BE DOMINATED BY ANY PARTICULAR PROFESSION OR VIEWPOINT. IF ONE ACCEPTS THAT CONCEPT, THEN WHAT IS REALLY CRITICAL FOR A MEMBER OF A BOARD IS THAT HE/SHE COMES TO THE POSITION MOTIVATED BY THE NOTION OF GIVING THE COLLEGE THE BEST POSSIBLE SERVICE: THAT HE/SHE COMES

WITH AN OPEN MIND, AND THAT HE/SHE COMES PREPARED TO STUDY THE BEST WAYS IN WHICH TO FULFILL THE ROLE. THE NOTION OF ROLE USUALLY REVOLVES AROUND THE DISTINCTION BEING MADE BETWEEN THE SETTING AND MONITORING OF POLICY ON THE ONE HAND AND THE ADMINISTERING OF POLICY ON THE OTHER HAND.

INFORMATION IS THE MOTHER'S MILK OF COMMUNITY COLLEGE GOVERNANCE. THUS, WITH TODAY'S PROBLEMS, ANYONE WHO BRINGS TO THE BOARD THE KIND OF SPECIALIZED INFORMATION THAT WILL MAKE FOR BETTER DECISIONS IS A VALUABLE TEAM MEMBER.

IF WE HAD PERFECT ADMINISTRATORS WHO PROVIDED PERFECT SOLUTIONS, IT WOULD NOT MAKE MUCH DIFFERENCE WHAT KIND OF BOARD MEMBERS ACTED ON THE INFORMATION. UNFORTUNATELY, ADMINISTRATORS ARE NOT PERFECT AND HAVE THE SAME VARIATIONS OF COMPETENCY AS OTHER PEOPLE. AS A RESULT, BOARDS NEED TO TAKE THE INFORMATION THEY ARE PROVIDED AND MAKE THE BEST DECISION POSSIBLE. THE EXPERIENCE AND SPECIAL KNOWLEDGE OF AN EDUCATOR-BOARD MEMBER SHOULD BE VALUABLE IN A LARGE NUMBER OF THE PROBLEMS FACED.

THE DETERMINING FACTORS INVOLVED IN THE DIFFERENCES BETWEEN A GOOD BOARD MEMBER AND A POOR BOARD MEMBER ARE LARGELY THINGS OTHER THAN SPECIAL KNOWLEDGE. THERE MUST BE COMMITMENTS TO PUBLIC EDUCATION, THE COMMUNITY COLLEGE CONCEPT, A WILLINGNESS TO DEDICATE TIME FOR SERVICE TO THE COMMUNITY, TO PUT IN ENOUGH TIME TO KNOW WHAT IS GOING ON, AND A WILLINGNESS TO LISTEN AND LEARN.

ATTITUDES

MUCH DEPENDS ON THE ATTITUDES PROFESSIONAL EDUCATORS, WHETHER FACULTY OR ADMINISTRATORS, CURRENTLY EMPLOYED OR RETIRED, BRING TO A BOARD OF TRUSTEES.

AND MUCH DEPENDS ON THE ATTITUDE OF THE OTHER TRUSTEES, THE SUPERINTENDENT AND THE COLLEGE STAFF TOWARD THE PROFESSIONAL EDUCATORS ON THE BOARD.

THOSE WHO EXPECT THE WORST WILL PROBABLY GET WHAT THEY EXPECT IN A SELF-FULFILLING PROPHECY, FOR THEY BUILD OPERATING ASSUMPTIONS BASED ON THEIR EXPECTATIONS. THEY CONTRIBUTE INEVITABLY TO OUTCOMES THEY FEAR THE MOST. CONFRONTATION THEN DEVELOPS.

IT IS TIME WE FACE REALITY. ALL TOO OFTEN REALITY, LIKE BEAUTY, LIES IN THE EYES OF THE BEHOLDER - THAT PEOPLE'S PERCEPTION OF THE FACTS MAY OUTWEIGH THE FACTS THEMSELVES - THAT THE ACTIONS AND BELIEFS OF PEOPLE ARE BASED MORE ON WHAT THEY PERCEIVE THE CASE TO BE THAN WHAT THE CASE REALLY IS.

THOSE WHO EXPECT THE BEST HAVE THE BEST CHANCE TO DEVELOP PATTERNS OF COOPERATION, MUTUAL TRUST, AND SUCCESSFUL RELATIONSHIPS. THEY CONTRIBUTE TO OUTCOMES THAT THEY HOPE WILL BENEFIT THE INSTITUTION AND ITS STUDENTS.

FEAR BREEDS CONFLICT. HOPE BUILDS COOPERATION. PROFESSIONAL EDUCATORS KNOW THE DIFFERENCE AND THEY KNOW THAT A SUCCESSFUL INSTITUTION IN THE EDUCATIONAL FIELD MUST BE BUILT WITH THE EMPHASIS ON HOPE--HOPE FOR THE SUCCESSFUL EDUCATION OF ITS STUDENTS. AND THAT REQUIRES COOPERATION BY ALL CONCERNED.

A PROFESSIONAL EDUCATOR KNOWS THAT A SUCCESSFUL EDUCATIONAL INSTITUTION IS A COOPERATIVE ENTERPRISE. BILL MEARDY WROTE IN HIS COLUMN IN A RECENT EDITION OF THE ACCT ADVISOR: "A DISTRICT BOARD OF TRUSTEES PLAYS A KEY ROLE IN DETERMINING THE LEVEL OF MORALE IN ANY COMMUNITY COLLEGE 'FAMILY.' YOUR BOARD SETS THE TONE. HOW YOU GET ALONG WITH ONE ANOTHER, THE DEGREE OF RESPECT YOU SHOW EACH OTHER, YOUR ATTITUDE OF 'CARING,' YOUR TOLERANCE,

COURTESY, AND WILLINGNESS TO LISTEN, ALL PROJECT A POSITIVE OR NEGATIVE MESSAGE TO THE REST OF THE COLLEGE.

THE TERM 'EXCELLENCE' CAN BE CONTAGIOUS. BEFORE EXCELLENCE CAN SPREAD, IT MUST FIRST OF ALL BE DEMONSTRATED BY YOU AS AN INDIVIDUAL AND THEY BY YOUR BOARD AS A WHOLE."

THESE WORDS WERE WRITTEN BY A PROFESSIONAL EDUCATOR WHO RECOGNIZES THE IMPORTANCE OF TRUSTEES' ATTITUDES TOWARD EACH OTHER AND TOWARD THE COLLEGE FACULTY.

A FRIENDLY, COOPERATIVE ATTITUDE TOWARD THE COLLEGE FACULTY IS A PREREQUISITE FOR A FRIENDLY, COOPERATIVE ATTITUDE TOWARD PROFESSIONAL EDUCATORS ELECTED OR APPOINTED TO A BOARD OF TRUSTEES.

THE POLITICS OF EDUCATION

A PROFESSIONAL EDUCATOR ON A COLLEGE BOARD BRINGS A RICH BACKGROUND OF EXPERIENCE IN THE POLITICS OF EDUCATION TO THE BOARD OF TRUSTEES. AN EDUCATOR IS IN THE UNIQUE POSITION OF UNDERSTANDING THE NATURE OF THE EDUCATIONAL PROCESSES, THE STRUCTURE AND FUNCTIONS OF STAFF DECISION-MAKING BODIES, THE IMPACT OF BOARD POLICY DECISIONS ON THE EDUCATIONAL GOALS AND OBJECTIVES OF A COLLEGE.

DO BOARDS OF TRUSTEES WITH PROFESSIONAL EDUCATORS AMONG THEIR MEMBERS ALWAYS AGREE WITH FACULTY RECOMMENDATIONS? AND DO PROFESSIONAL EDUCATORS ON BOARDS ALWAYS AGREE WITH EACH OTHER AGAINST THE OTHER BOARD MEMBERS? NOT AT ALL. ANYONE WHO KNOWS COLLEGE FACULTIES KNOWS THAT COLLEGE EDUCATORS HAVE DIFFICULTY, ON OCCASION, IN REACHING FACULTY CONSENSUS ON A COURSE OF ACTION.

THE DIFFERENCES IN EDUCATIONAL PHILOSOPHIES AND EDUCATIONAL VALUES THAT EXIST WITHIN A COLLEGE FACULTY EXTEND TO EDUCATORS SERVING ON BOARDS OF TRUSTEES. THESE DIFFERENCES IN THEIR VALUE SYSTEMS MAY EVEN LEAD TO DEBATES AT PUBLIC BOARD MEETINGS

OVER SUCH ISSUES AS THE SIZE OF THE SUMMER SESSION BUDGET, STAFFING PATTERNS AFFECTING THE CURRICULUM, FACULTY EVALUATION PROCEDURES, AND OTHER EDUCATIONAL MATTERS. BUT THEIR EXPERIENCE IN DEALING WITH ACADEMIC PROBLEMS OF THIS KIND HAS LED THEM TO REALIZE THE IMPORTANCE OF DISAGREEING AGREEABLY AND TO MAKE THEIR DECISIONS BY MAJORITY VOTE WHEN NECESSARY. IN MOST CASES THEY RECOGNIZE THE MERITS OF ENOUGH FLEXIBILITY TO BE ABLE TO REACH AGREEMENT. FOR, THEY RECOGNIZE THAT THE TONE OF AN INSTITUTION IS ESTABLISHED AT THE TOP LEVEL AND MUST BE EXHIBITED BY THE BOARD BEFORE IT CAN BE EXTENDED TO THE COLLEGE STAFF. THEY REALIZE MORE THAN MOST PEOPLE THAT A COLLEGE STAFF HAS STRONG CONSERVATIVE INSTINCTS AND THAT AN ATMOSPHERE OF STABILITY IN THE TOP LEADERSHIP IS A MOST IMPORTANT FACTOR IN DETERMINING THE SUCCESS OF A COLLEGE.

BOARD-FACULTY RELATIONSHIPS

PROFESSIONAL EDUCATORS ON BOARDS OF TRUSTEES ARE SOMETIMES SUSPECTED OF FAVORING FACULTY POSITIONS OVER THE SUPERINTENDENT'S RECOMMENDATIONS SIMPLY BECAUSE THEIR CAREERS HAVE BEEN IN EDUCATION. THOSE WHO HARBOR SUCH FEARS SHOULD RE-EXAMINE THEIR SUSPICIONS AND THEIR OPERATING ASSUMPTIONS.

DO EDUCATORS ON BOARDS "LEAK" INFORMATION TO THEIR PROFESSIONAL COLLEAGUES ON THE FACULTY? NOT IF THEY UNDERSTAND THE PERSONNEL PROCEDURES, BUDGETS AND FINANCING, AND THE PROPER ROLE OF BOARD MEMBERS IN POLICY DECISIONS. THE ANTIDOTE FOR ANY SUCH SITUATIONS THAT MAY EXIST IS IMPROVEMENT IN THE EDUCATION OF BOARD MEMBERS. LAY MEMBERS OF BOARDS ARE NO MORE IMMUNE TO SUCH A NEED THAN EDUCATORS SERVING ON BOARDS. THIS KIND OF PROBLEM DEPENDS TO A GREAT EXTENT ON THE VALUE SYSTEM OF THE

INDIVIDUAL BOARD MEMBERS, WHETHER HE IS A PROFESSIONAL EDUCATOR OR A LAY PERSON.

A BALANCED BOARD

DO PROFESSIONAL EDUCATORS BELIEVE THAT A COLLEGE BOARD OF TRUSTEES SHOULD BE COMPOSED ENTIRELY OF EDUCATORS? AGAIN, NOT AT ALL. A BALANCED BOARD THAT INCLUDES WELL CHOSEN LAY REPRESENTATIVES OF THE COMMUNITY IS A NECESSITY FOR A COMMUNITY COLLEGE.

LAY MEMBERS HAVE CONTACTS IN THE COMMUNITY WHICH PROVIDE BENEFITS TO THE COLLEGE THAT PROFESSIONAL EDUCATORS MAY NOT HAVE DEVELOPED. THIS IS NOT TO SAY THAT EDUCATORS HAVE NO KNOWLEDGE OF COMMUNITY ATTITUDES, OPINIONS AND NEEDS, QUITE THE CONTRARY. THEIR YEARS OF EXPERIENCE THROUGH DAILY CONTACTS WITH STUDENTS FILL MANY GAPS WHICH THE UNINFORMED SUPPOSE EXIST

LAY MEMBERS, HOWEVER, WITH DAILY CONTACTS IN THE COMMUNITY CAN FACILITATE THE ACHIEVEMENT OF MANY COLLEGE GOALS AND OBJECTIVES. PROPER RELATIONSHIPS WITH THE COMMUNITY NEWSPAPER, CHAMBER OF COMMERCE, DOCTORS AND HOSPITALS, REAL ESTATE BOARDS, CHARITABLE ORGANIZATIONS, INDUSTRIAL PLANS AND BUSINESS FIRMS CAN DEVELOP COMMUNITY SUPPORT FOR THE COLLEGE.

STAFF RECOMMENDATIONS

A LAY MEMBER OF A BOARD, A RETIRED SUCCESSFUL BUSINESS MAN, ONCE OBSERVED TO A PROFESSIONAL EDUCATOR ON THE BOARD THAT HE SOMETIMES WONDERED WHETHER ALL THE RECOMMENDATIONS OF THE PRESIDENT SHOULD BE ACCEPTED AS VALID. HE ADMITTED THAT HIS PROBLEM CENTERED ON THE FACT THAT THE ONLY SOURCE OF INFORMATION UPON WHICH TO BASE A JUDGMENT WAS THAT PROVIDED BY THE ADMINISTRATIVE STAFF. IT IS IN THIS TYPE OF SITUATION THAT PROFESSIONAL

EDUCATORS SERVING ON BOARDS OF TRUSTEES CAN RENDER AN INVALUABLE SERVICE TO THE OTHER MEMBERS OF THE BOARD.

A PROFESSIONAL EDUCATOR IS MORE LIKELY TO UNDERSTAND THE STAFF PROCEDURES, THE SPECIAL INTEREST OF ADMINISTRATORS AND FACULTY, AND THE IMPACT OF POLICY DECISIONS ON THE EDUCATIONAL PROCESSES. THE INTRICATE AND COMPLEX RELATIONSHIPS THAT EXIST ON A COLLEGE STAFF ARE BETTER UNDERSTOOD BY AN EDUCATOR ON THE BOARD THAN BY LAY MEMBERS. THIS UNDERSTANDING CAN SUPPLY AN ALTERNATIVE PERSPECTIVE TO STAFF RECOMMENDATIONS FOR COMPARATIVE PURPOSES.

THE NEED FOR A PROFESSIONAL EDUCATOR'S PERSPECTIVE ON THE BOARD FADES INTO INSIGNIFICANCE, OF COURSE, IF THE BOARD BELIEVES THAT RECOMMENDATIONS OF THE SUPERINTENDENT AND THE STAFF SHOULD BE APPROVED AT ALL TIMES. AN EDUCATOR'S PERSPECTIVE IS UNNECESSARY ON A "RUBBER STAMP" BOARD. BUT, IF THE BOARD BELIEVES THAT OCCASIONALLY THE SUPERINTENDENT AND ADMINISTRATIVE STAFF MAY BE CAPABLE OF ERROR, THE KNOWLEDGE, EXPERIENCE AND VIEWS OF THE EDUCATOR ON THE BOARD BECOMES INVALUABLE AS PART OF THE SYSTEM OF "CHECKS AND BALANCES."

THE ESSENTIAL PRINCIPLES FOR A SYSTEM OF GOVERNANCE FOR A COLLEGE SHOULD INCLUDE A "BOARD OF DIRECTORS" TO SERVE AS A CHECK ON THE VESTED INTEREST OF INTERNAL GROUPS FOR THE PROTECTION OF THE PUBLIC INTEREST. THIS IS A ROLE THAT ALL BOARDS OF TRUSTEES ARE EXPECTED TO PLAY. IT DOES NOT FOLLOW, HOWEVER, THAT ALL PROFESSIONAL EDUCATORS SHOULD BE EXCLUDED FROM SERVICE ON THAT BOARD. WHAT IS ESSENTIAL IS THAT SUCH EDUCATORS SHOULD NOT AT THE SAME TIME HOLD A FACULTY OR ADMINISTRATIVE POSITION IN THE INTERNAL STRUCTURE OF THE COLLEGE WHILE THEY

ARE SERVING ON ITS BOARD OF TRUSTEES. THAT, VERY CLEARLY WOULD CONSTITUTE A CONFLICT OF INTEREST.

A SURVEY OF FOURTEEN COMMUNITY COLLEGE BOARDS OF TRUSTEES AND COLLEGE PRESIDENTS PROVIDED THE FOLLOWING COMMENTS REGARDING EDUCATORS SERVING ON BOARDS OF TRUSTEES:

1. THEY TEND TO BE MORE FLEXIBLE AND ACCEPT CHANGE BETTER THAN MOST LAY MEMBERS.
2. LEGALLY AN EDUCATOR CANNOT BE PREVENTED FROM SERVING AS A BOARD MEMBER IF NOT EMPLOYED IN THE SAME DISTRICT.
3. EDUCATORS WOULD KNOW BETTER THAN THE AVERAGE LAY PERSON HOW BOARD DECISIONS WOULD AFFECT FACULTY RELATIVE TO CURRICULUM, FINANCES AND STUDENT RELATIONS.
4. EDUCATORS TALK THE LANGUAGE OF THE SYSTEM AND UNDERSTAND THE "TRICKS OF THE TRADE."
5. EMPLOYEES OF THE DISTRICT ARE GENERALLY MORE WILLING TO TALK TO AN EDUCATOR-TRUSTEE THAN TO A LAY TRUSTEE WITH WHOM THEY OFTEN FEEL UNCOMFORTABLE AND INSECURE.
6. THE EDUCATOR TRUSTEE IS USUALLY ABLE TO SEE THAT THE STAFF'S PRESENTATION ON SOME ISSUES IS EMPHASIZING SOME KINDS OF INFORMATION AND NOT PROVIDING OTHER TYPES OF SUPPORTIVE DATA.
7. THERE SEEMS TO BE AN INSTANT IDENTIFICATION ON THE PART OF THE FACULTY AND ADMINISTRATORS WITH AN EDUCATOR TRUSTEE.
8. THE GENERAL PUBLIC TENDS TO BETTER RELATE TO THE EDUCATOR TRUSTEE WHEN SITUATIONS ARISE THAT NEED CLARIFICATION.
9. THE EDUCATOR AND THE EDUCATOR TRUSTEE SPEAK THE SAME LANGUAGE AND UNDERSTAND FUNDING PROCEDURES - FTE, ADA, WORKLOAD, ETC.
10. PRINCIPLES OF GOOD BOARDSMANSHIP ARE PRETTY CONSISTENT AND IF THAT IS TRUE INDIVIDUAL CONTRIBUTIONS TRANSCEND OCCUPATIONS.

11. THE BOARD OF TRUSTEES SHOULD HAVE AT LEAST ONE INDIVIDUAL WITH PROFESSIONAL EDUCATIONAL EXPERTISE TO PROVIDE A CHECK AND BALANCE FOR THE REST OF THE BOARD. OTHER PROFESSIONS, SUCH AS THE MEDICAL PROFESSION, ENGINEERING, AND ATTORNEYS HAVE BOARDS COMPOSED OF INDIVIDUALS FROM THEIR OWN PROFESSION.
12. THEY TEND TO KNOW THE BASIC PHILOSOPHY AND PROBLEMS OF THE COMMUNITY COLLEGES.
13. THEY TEND TO HAVE DEGREES IN EDUCATION WHICH PROVIDE THEM WITH PERSPECTIVES OF EDUCATION.
14. THEY TEND TO HAVE RICH EXPERIENCES WITH POST-SECONDARY EDUCATIONAL INSTITUTIONS.
15. THOSE WITH A BACKGROUND IN EDUCATION HAVE, IN MOST CASES, TAKEN COURSES RELATING TO THE COMMUNITY COLLEGES AND WOULD BE MORE AWARE OF THE DEVELOPMENT AND THE GOALS OF THE COMMUNITY COLLEGE.
16. IT IS HOPED THAT EDUCATORS WOULD BELIEVE IN REASON RATHER THAN EMOTION, EVIDENCE RATHER THAN RUMOR OR MISINFORMATION, AND CAREFUL CONSIDERATION OF PROBLEMS RATHER THAN HASTY JUDGEMENTS.
17. EDUCATORS SHOULD BE FULLY AWARE OF THE ROLE OF THE SUPERINTENDENT-PRESIDENT AND THE BOARD OF TRUSTEES AND RESPECT THE BOARD'S ROLE IN POLICY APPROVAL, WHILE THE SUPERINTENDENT-PRESIDENT EXECUTES POLICY AND ADMINISTERS THE COLLEGE.
18. EDUCATORS, IN COPING WITH EDUCATIONAL PROBLEMS, TEND TO BE AWARE OF ALTERNATIVES TO THE SOLUTIONS OF PROBLEMS.
19. MOST EDUCATORS KNOW THAT THE WELFARE AND GROWTH OF STUDENTS ARE MOST IMPORTANT, AND THAT FULL SUPPORT SHOULD BE GIVEN

TO THE ASPIRATIONS AND GOALS OF STUDENTS.

I AM SUGGESTING THAT THE LOW SILHOUETTE BELONGS TO A PAST ERA. WE NEED THE HIGHEST SILHOUETTES WE CAN GET. WE NEED TO COME OUT OF HIDING AND UNDERTAKE THE STEPS NECESSARY TO HELP PEOPLE UNDERSTAND WHO WE ARE, WHAT WE DO, WHY WE DO IT, AND HOW PEOPLE BENEFIT FROM THAT. IT IS IMPERATIVE THAT WE BE TIMELY, INFORMATIVE, CANDID, OPEN, AND COURAGEOUS. THIS CAN ONLY BE ACCOMPLISHED BY HAVING WELL BALANCED BOARDS OF TRUSTEES.

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